

# Brea Olinda High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Brea Olinda High School
<b>Street</b>	789 Wildcat Way
<b>City, State, Zip</b>	Brea, CA 92821
<b>Phone Number</b>	714-990-7850
<b>Principal</b>	Jerry Halpin
<b>E-mail Address</b>	jhalpin@bousd.us
<b>Web Site</b>	bohs.bousd.us
<b>CDS Code</b>	30664493030640

District Contact Information	
District Name	Brea Olinda Unified School District
Phone Number	714-990-7800
Superintendent	Dr. Brad Mason
E-mail Address	bmason@bousd.us
Web Site	bousd.us

### School Description and Mission Statement (School Year 2016-17)

Excellence in the four "As"--academics, activities, arts, and athletics--summarizes student life at Brea Olinda High School (BOHS). Recognized multiple times as both a California Distinguished School and National Blue Ribbon School, BOHS has a tradition of excellence enconced in a strong student support system. BOHS has consistently received six-year accreditations by the Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE).

Academically, increased curricular rigor has been reflected in students' four-year educational plans, not only making them viable but also attractive candidates in the competitive college market. The school and community have very high expectations for students and staff alike. Students are required to complete 230 credits in order to graduate, including three full years of math and science, which exceeds state standards. The faculty proudly offers 22 Advanced Placement (AP) and 9 honors courses with the remaining academic courses being UC-approved, college preparatory courses. Since 2005, the school has significantly increased the number of students taking AP exams and total exams taken while averaging a 70% passage rate. Approximately 40% of the last three graduating classes have earned at least one passing score on an AP exam. The College Board annually designates over 100 BOHS students as AP Scholars. Over 90% of graduates have pursued additional studies at a two or four-year college in each of the last five years, with millions of dollars awarded through local, corporate, national, college and university grants/scholarships.

Connecting student learning to real world applications has been a major focus of career pathways at BOHS. Two premier pathway academies, the award-winning Global Information Technology Academy (GITA) and the Building Industry Technology Academy (BITA), were established to offer students a four-year curriculum in computer science and construction technology, respectively. Partnerships with Boeing, the City of Brea, Brea Chamber of Commerce, California State University - Fullerton, and California Polytechnic University Pomona have provided opportunities for students to extend their learning beyond the classroom through competitions, internships, coursework, and research. Most Career Technical Education courses have been articulated so that students can earn community college credit or advanced placement upon successful completion. Students can also explore coursework in a total of eight different pathways including Advanced Sciences, Communications, Construction Technology, Consumer Sciences, Information Technology, Performing Arts, Public Services, and Visual Arts.

Student support is one of the greatest strengths of BOHS. The highly-qualified teaching staff is a hallmark of the school. All teachers have English Language Development certification and are highly qualified teachers in their credentialed area. Teachers collaborate weekly through Professional Learning Communities (PLCs) to enhance curriculum and instruction, assess learning, and implement timely interventions to increase student achievement. The school has four full-time and two part-time counselors as well as two full-time psychologists. The counseling staff is literally one of the best in the United States; BOHS is the only high school recognized five consecutive times as a model program by the American School Counselor Association (ASCA). BOHS was commended for its dedication to serving all students with a comprehensive, data-driven school counseling program that shows how students are different as a result of what counselors do. In addition, BOHS has a strong Link Crew program and class, which serves primarily to smooth the transition for incoming ninth graders, as well as the Associated Student Body (ASB) class, which promotes a positive school culture.

Activities engage BOHS students through a myriad of co- and extra-curricular programs. Service, cultural, and support clubs thrive on campus. Students regularly bring home awards and honors in various co-curricular competitions including Speech & Debate, Academic Decathlon, Newspaper, and Yearbook. Key Club, Interact, National Honor Society, California Scholarship Federation and other clubs provide thousands of hours of community service to the community.

Artistically, students also have award-winning experiences in a full range of performing, visual, and applied arts courses including marching and jazz bands, pageantry, wind ensemble, four show choirs, four levels of dance and drama, drawing, painting, ceramics, 3-D design, and advanced art studies courses. Other applied arts electives include culinary and fashion courses, photography, graphics design, visual communications, and sports medicine.

Athletically, BOHS fields 22 varsity sports teams, many of which regularly win league and state championships, including the nationally-ranked and ten-time state champion Ladycats basketball team. Many students are involved in athletics. Annual ninth grade physical fitness testing results consistently demonstrate that a majority of BOHS students meet or exceed healthy fitness proficiency standards. Academic and athletic parent booster organizations raise hundreds of thousands of dollars annually to support BOHS programs.

The Brea Olinda High School community believes that education is the cornerstone of a better world and has set forth with the mission to provide an effective, comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust and cooperation among students, staff, and parents.

**Special Programs:**

- Advanced Placement (AP) Course Offerings = 22
- Building Industry Technology Academy (BITA)
- Career Pathways = 8
- Distinguished Scholar Program = 29 AP/Honors Courses
- Global Information Technology Academy (GITA)
- Teacher Collaboration through Professional Learning Communities
- World Languages Offered = Chinese, French, Japanese & Spanish

**School Mission:**

Brea Olinda High School’s mission is to provide a comprehensive education for every student which fosters high academic achievement, positive self-worth and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents.

**School Wide Learning Outcomes:**

Brea Olinda High School has adopted a set of School Wide Learning Outcomes (SLOs). They define our expectations of our students.

**Brea Olinda students will be...**

- C** Critical Thinkers
- A** Apply Knowledge
- T** Technologically Capable
- S** Socially Aware

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	497
Grade 10	467
Grade 11	440
Grade 12	468
<b>Total Enrollment</b>	<b>1,872</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	18.9
Filipino	3.2
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.5
White	39.2
Two or More Races	2.2
Socioeconomically Disadvantaged	23
English Learners	5.2
Students with Disabilities	6.8
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	71	71	71	244
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Brea Olinda Unified School District held a Public Hearing on October 10, 2016, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<u>Literature &amp; Language Third Course</u> - Holt, Rinehart & Winston - 2003 <u>Literature &amp; Language Fourth Course</u> - Holt, Rinehart & Winston - 2003 <u>Literature &amp; Language Fifth Course</u> - Holt, Rinehart & Winston - 2003 <u>Literature &amp; Language Sixth Course</u> - Holt, Rinehart & Winston – 2003 <u>The United States in Literature</u> - Scott Foresman - 1989 <u>Literature – 7th Edition</u> – Longman - 1999 <u>Literature World Masterpieces</u> - Prentice Hall, 2004	Yes	0
<b>Mathematics</b>	<u>Algebra 1</u> - Houghton Mifflin Harcourt - 2015 <u>Algebra 2</u> - Houghton Mifflin Harcourt- 2015 <u>Calculus for AP</u> - Cengage Learning - 2016 <u>Functions, Statistics &amp; Trigonometry</u> - Addison Wesley - 1998 <u>Geometry</u> - Houghton Mifflin Harcourt- 2015 <u>MathMatters 3 – 2nd Edition</u> – National Textbook Co. - 2001 <u>Precalculus – 6th Edition</u> - Pearson Education - 2004 <u>Stats – 2nd Edition</u> - Pearson Education - 2007	Yes	0
<b>Science</b>	<u>Biology – AP 9th Edition</u> - Pearson Education - 2011 <u>Biology</u> - Pearson Ed - 2002 <u>Biology: The Web of Life</u> - Addison Wesley - 1998 <u>Chemistry – 6th Edition</u> - Houghton Mifflin - 2003 <u>Conceptual Physics</u> - Addison-Wesley - 1997 <u>Earth Science</u> - Pearson Education - 2006 <u>Friedland/Relyea Environmental Science for AP 1st edition</u> - W.H. Freeman - 2011 <u>Fundamentals of Physics – 6th Edition</u> - John Wiley & Sons - 2001 <u>Physics: Principles with Applications 7th Edition</u> - Pearson - 2014 <u>World of Chemistry</u> - McDougal-Littell - 2002	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<u>The American Pageant 12th Edition</u> - Houghton Mifflin - 2002 <u>Comparative Politics – AP 9th Edition</u> – Pearson - 2008 <u>American Anthem</u> - Holt - 2007 <u>Economics: Principles in Action</u> – Pearson Education - 2007 <u>Government in America – AP 13th Edition</u> - Pearson Education - 2008 <u>The Western Heritage Since 1300 11th Edition</u> (revised AP edition) - Pearson - 2016 <u>Magruder's American Government</u> - Prentice Hall - 2002 <u>Modern World History: Patterns of Interaction</u> - McDougal Littell - 2003 <u>Psychology</u> - Holt, Rinehart & Winston - 1998	Yes	0
<b>Foreign Language</b>	<u>Adventures in Japanese Book 1 4th Edition</u> - Cheng & Tsui - 2015 <u>Adventures in Japanese Book 2 4th Edition</u> - Cheng & Tsui - 2016 <u>Adventures in Japanese Book 3 4th Edition</u> - Cheng & Tsui - 2016 <u>Adventures in Japanese Book 4</u> - Cheng & Tsui - 2004 <u>Discovering French Nouveau 1</u> - McDougal Litell - 2007 <u>Discovering French Nouveau 2</u> - McDougal Litell - 2007 <u>Discovering French Nouveau 3</u> - McDougal Litell - 2007 <u>Themes AP French Language and Culture</u> - Vista Higher Learning - 2016 <u>En Espanol Uno</u> - McDougall Littell - 2004 <u>En Espanol Dos</u> - McDougall Littell - 2004 <u>En Espanol Tres</u> - McDougall Littell - 2004 <u>Abriendo Paso Temas y Lecturas</u> - Pearson Education - 2014 <u>Abriendo Paso Gramatica</u> - Pearson Education - 2014 <u>Album – 3rd Edition</u> - Houghton Mifflin - 2005 <u>Integrated Chinese Level 1 - Part 1 – 2nd Edition</u> - Cheng & Tsui - 2007 <u>Integrated Chinese Level 1 Part 2 – Expanded 2nd Edition</u> - Cheng & Tsui - 2005 <u>Integrated Chinese Level 2</u> - Cheng & Tsui - 2006	Yes	0
<b>Health</b>	<u>Health</u> - Pearson Prentice Hall - 2007	Yes	0
<b>Visual and Performing Arts</b>	<u>Music: The Art of Learning</u> - McGraw Hill - 2003 <u>Java Methods 2nd AP Edition with GridWorld</u> - Skylight Publishing - 2011	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	100% of students enrolled in science classes in grades 9-12 have access and use the appropriate equipment in their corresponding laboratory classes.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

BOHS places the highest level of importance on the safety of its students and staff members. We have two full-time and one part-time campus supervisors who provide student and campus supervision from 6:30 AM to 4:00 PM daily. All of our counselors and administrators are assigned supervision areas of responsibility and supervise on campus daily. A School Resource Officer from the Brea Police Department is assigned to the Brea Olinda High School campus on a full time basis four days a week. Eight surveillance cameras are strategically placed on campus providing video surveillance. The cameras are in place to dissuade vandalism. We have full time locker room attendants in both our female and male physical education locker rooms.

Our visitor policy is posted around campus on permanent signs. All adult visitors are required to sign in at the front office. A visitor's pass is issued upon approval of the visit and the visitor is required to wear the pass so it is visible. High school age visitors or individuals near in age to high school students are not allowed to visit students. Young adults desiring to visit staff members must have an appointment that does not encroach on instructional time with the staff member. Violators are issued a verbal and written warning that we have a closed campus. Persistent violators are susceptible to arrest.

Systemic structures are in place and utilized to provide for the establishment and maintenance of the highest levels of safety and operational procedures. The Brea Olinda Unified School District and its individual campus sites utilize a facility inspection tool developed by the State of California Office of Public School Construction and a computer based work order system ([bousd.freshdesk.com](http://bousd.freshdesk.com)) to address all identified needs for safety and maintenance improvements. We have a three-person custodial staff on site during each school day and a five-person custodial team at night.

BOHS is approaching twenty-eight years of age, having opened in July of 1989. It is a large campus consisting of nine major buildings. There are eighty-seven classrooms, one district food service kitchen and cafeteria, three gymnasiums, one aquatics building and pool, two baseball fields, two softball fields, one football stadium, one four-hundred seat theater, eight student locker rooms, sixteen student restrooms (evenly split between male and female), nine universal staff restrooms, twenty-three staff offices and three staff workrooms. The site is cleaned daily by a custodial staff consisting of a day crew including two custodians, two locker room attendants and one field man. The five-person night custodial crew cleans nightly, and weekend custodial crews are provided by the district. The district Maintenance and Operations staff provides excellent support to the site custodial staff with specific safety and maintenance tasks.

BOHS has one Assistant Principal who is responsible for supervising all issues pertaining to site safety concerns, facility maintenance and plant operations. This administrator serves as the plant manager to facilitate timely repairs and routine maintenance. All safety concerns are addressed immediately. All identified safety and maintenance needs are immediately documented in the work order system ([bousd.freshdesk.com](http://bousd.freshdesk.com)) and a work order to repair is sent to the district Maintenance and Operations department. Any issues that cannot be resolved by district personnel are immediately contracted out to the appropriate repair agencies. When all work is completed a task completion report is generated and returned to the site administration responsible for monitoring the facility needs. Current Facilities Inspection was completed in October 2016.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	80	79	67	66	44	48
<b>Mathematics</b>	52	51	58	58	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	436	420	96.3	78.6
Male	11	212	205	96.7	80.0
Female	11	224	215	96.0	77.2
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	76	72	94.7	90.3
Filipino	11	17	17	100.0	94.1
Hispanic or Latino	11	134	130	97.0	68.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	191	183	95.8	79.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	96	93	96.9	57.0
English Learners	11	12	10	83.3	10.0
Students with Disabilities	11	24	23	95.8	17.4
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	436	421	96.6	50.8
Male	11	212	206	97.2	55.3
Female	11	224	215	96.0	46.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	76	72	94.7	80.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	17	17	100.0	76.5
Hispanic or Latino	11	134	131	97.8	28.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	191	183	95.8	53.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	96	93	96.9	24.7
English Learners	11	12	11	91.7	27.3
Students with Disabilities	11	24	23	95.8	
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	80	77	79	80	76	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	465	455	97.9	76.9
Male	244	236	96.7	81.8
Female	221	219	99.1	71.7
Asian	81	78	96.3	89.7
Filipino	18	17	94.4	88.2
Hispanic or Latino	170	168	98.8	71.4
White	172	168	97.7	75.0
Two or More Races	13	13	100.0	92.3
Socioeconomically Disadvantaged	121	120	99.2	66.7
English Learners	19	15	79.0	40.0
Students with Disabilities	37	37	100.0	46.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2015-16)**

Brea Olinda High School offers eight (8) career pathways for students, four of which are integrated with CTE courses. See more information on the BOHS Career Pathways webpage ([http://bohs.bousd.us/academics/career\\_pathways](http://bohs.bousd.us/academics/career_pathways)).

**Building Industry Technology Academy**

BITA 1 (ROP)

BITA 2 (ROP)

BITA 3 (ROP)

BITA 4 (ROP)

Courses articulated with Fullerton College.

**Consumer Sciences Pathway**

**Clothing Design**

Fabric & Fashion

Foods

Advanced Foods

**Global Information Technology Academy**

GITA 1 / Computer Science 1

GITA 2 / Computer Science 2

GITA 3 / Computer Science 3

AP Computer Science A

Courses articulated with Fullerton College.

**Public Services Pathway**

Medical Careers 1 (ROP) -- articulated with Cypress College and Coastline College

Sports Medicine (ROP)

**Visual Communications Pathway**

Graphics Design (ROP) -- articulated with Westwood and Orange Coast Colleges

Visual Communications (ROP) -- pending articulation with Fullerton College

Photography - Digital and Traditional (ROP) -- articulated with Orange Coast College and the Art Institute of California

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	762
% of pupils completing a CTE program and earning a high school diploma	21.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	70%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	57.6

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.1	28.4	47

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational program at Brea Olinda High School through the following organizations:

- GITA/Academic Booster Club
- Athletic Booster Clubs
- Brea Education Foundation
- English Learner Advisory Committee
- Guidance Advisory Council
- PTSA
- School Site Council

Anyone interested in becoming involved in school activities may contact our school office at (714) 990-7850 x1200. Parents also stay connected with the school through the BOHS website and BOHS Twitter, Facebook, and Instagram accounts.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.40	0.60	1.40	2.30	1.40	1.90	11.40	11.50	10.70
Graduation Rate	97.54	97.47	97.74	96.44	96.62	96.56	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	95	86
Black or African American	75	75	78
American Indian or Alaska Native	50	67	78
Asian	98	96	93
Filipino	100	100	93
Hispanic or Latino	96	94	83
Native Hawaiian/Pacific Islander	100	67	85
White	100	96	91
Two or More Races	100	67	89
Socioeconomically Disadvantaged	65	67	66
English Learners	95	85	54
Students with Disabilities	100	100	78

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	1.8	2.4	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The School Safety Plan is presented to the School Site Council annually for review and approval. The 2016-2017 School Safety Plan was reviewed and approved on Wednesday, October 19, 2016.

Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor’s badge; visitors are required to return to the school office upon departure. During lunch, breaks, and before and after school, assigned staff members supervise the school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly environment. For the safety of its students, BOHS is a closed campus, including during the lunch period.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	15	10	42	28	19	12	39	28	16	11	37
Mathematics	29	16	7	38	29	13	16	31	30	9	10	36
Science	30	11	15	32	28	14	17	26	27	16	23	22
Social Science	31	9	5	35	29	10	11	30	30	9	18	26

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	368
Counselor (Social/Behavioral or Career Development)	see above	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	3	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,615	\$563	\$5,052	\$75,697
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-19.8	0.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-11.0	5.8

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general fund State funding, Brea Olinda Unified receives State and Federal categorical funding for special programs. For the 2015-16 school year, the District received student funding in Federal and State aid for the following categorical, special education, and support programs:

- Special Education
- Vocational Education Act / Perkins Grant

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	10	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	7	N/A
Science	14	N/A
Social Science	10	N/A
All courses	46	38.9

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

All curriculum development by BOHS and Brea Olinda Unified School District is aligned to the California State Content Standards and Frameworks, the district's formal Professional Development Plan, and the BOHS Single Plan for Student Achievement. At the district level, a team of administrators specializing in curriculum and instruction identifies where and why students are not meeting proficiency levels and develop a plan to increase achievement in identified areas. After district goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and district assessments, the team creates a plan that is implemented at all schools.

BOHS develops its own plan for training activities to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop school improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting California state standards for improving student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of BOHS students.

Various BOHS staff members have participated in workshops, seminars, conferences, and training activities in the following topics during the last three years:

- Advanced Placement Program
- Aeries Software
- Data-Driven Dialogue
- English Language Development Sheltered/Instructional Strategies
- Expository Reading and Writing Course
- Google Apps for Education
- Illuminate Education
- Next Generation Science Standards
- Orange County CTE Meetings
- Professional Conferences in Various Subject Matters (like Computer Using Educators Conference, or CUE)
- Special Education
- 21st Century Skills and Learning
- UC/CSU Requirements & Admission
- WASC Self-Study Process

Professional development has occurred in full day district staff development, after school sessions offered by the BOUSD Teachers on Special Assignment (TOSAs), and during after school staff meetings.